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## How to Read the Newspaper A Resource Unit for the Senior High School

By RICHARD K. GRAGG

The following unit is concerned with resources that may be useful in the study of the newspaper in schools. Having had the benefit of additional teaching experience in a large senior high school since I first compiled this unit, I would like to caution that the chosen material must, of necessity, be made applicable to the student's past experiences and present abilities. For example, the material on freedom of the press is difficult, but not beyond the comprehension of freshmen and sophomores. Propaganda or news "slanting" is a very complex item to study. However, the importance of recognizing propaganda in the news makes it all the more imperative that the instructor reach the levels of the students. I have found the following material to be highly effective.

### General Objectives:

1. To develop the ability to read a newspaper critically and intelligently.
2. To stimulate an interest in reading the newspaper for news.

*All except comparatively new readers of the Bulletin will remember an earlier article, with the same title, by the same author. The original printing of "How to Read a Newspaper" was sold out in a few months, but orders have continued to come in steadily from all parts of the country. Mr. Gragg, who teaches in Pekin Community High School, has now revised his article, adding some new ideas and bringing the bibliography up to date.*

**Specific Objectives:**

1. To recognize and understand the standards by which a reliable newspaper is judged.
2. To understand something of the influence the makeup, headlines, and illustrations of a newspaper have on the reader.
3. To know how to obtain source material for further aid in reading the newspaper.
4. To recognize that a newspaper is editorially influenced and that thus the material in it reflects the policy of the editor.
5. To recognize that the news may be influenced by the many advertisers who buy space in the newspaper.
6. To realize that headlines are determined by the newspaper using them and consequently may be "slanted" to fit the opinion of the editor.
7. To be able to recognize propaganda in the news and to evaluate it.
8. To be able to differentiate between real news and trivial or human interest news. To be able to recognize the constructive trivialities in the news and the destructive trivialities in the news.
9. To understand and recognize the values and the evils of crime news.
10. To be able to understand and recognize the advantages and the disadvantages of sensationalism in the newspaper.
11. To realize that the reader too is prejudiced toward certain things and thus will be more likely to believe what he wants to believe.
12. To know how a newspaper may be skimmed and still afford the reader an adequate picture of the news.

**Initiating Activities (Introducing the unit):**

There are many ways by which a unit on newspapers may be introduced to a class. The practicality of each method will vary according to the type of school, abilities of the class, size of the community, wealth of the community, and the geographical location.

1. One appropriate way to introduce this unit would be to stimulate class discussion during a particularly important event that is current in the news. A political campaign affords an excellent opportunity to analyze the American newspaper in a democracy at work.
2. Several weeks prior to your study of the newspaper have individual students or groups of students write to the editors



of several of the outstanding newspapers of the country and ask for pamphlets, articles, etc. describing the policies and aims of their own papers. When these materials arrive, have the class decide upon certain newspapers that they want to study, and if possible, subscribe to them for an assigned period. The papers subscribed to should represent a good sampling of the nation's newspapers. I should most certainly subscribe to the following, for they reflect sharp contrasts in editorial policy:

*The New York Times* (especially the Sunday edition)  
*The Christian Science Monitor*  
*St. Louis Post-Dispatch*  
*Chicago Daily News*  
*Chicago Tribune*

As to the other newspapers, the following are a few of the notable:

*The Des Moines Register*  
*Minneapolis Tribune*  
*The Times-Picayune* (New Orleans)  
*Fort Worth Star Telegram*  
*The Philadelphia Inquirer*  
*Cleveland Plain Dealer*  
*The Washington Post*  
*The Atlanta Constitution*

If the school is well financed it would be worthwhile to secure a few copies of *The Times* (London) or *The Manchester Guardian*. This would enable the students to gain an intelligent view of the news other than that in American newspapers.

3. Another way to introduce a unit is to have a member of the school's journalism department talk to the students about various standards by which a newspaper is judged, some of the influences the newspaper has on the public, or maybe a discussion of the propagandistic techniques of the newspaper including a brief summary of the terminology connected with propaganda.
4. Read to the class some examples of news reporting from newspapers of varying shades of opinion. Have the class try to determine which of the news stories is most worthy of reading. The class's comments should furnish a good basis for determining acceptable standards in judging good news reporting.
5. This technique is highly recommended. Introduce the unit by asking questions of the students which would reveal to a degree

just what the average pupil reads in a paper. Here are a few *possible* questions the teacher might ask:

- A. In what comic strip do you find a dog named Daisy?
- B. Who married Tess Trueheart?
- C. What is Steve Roper's occupation?
- D. Who is the heavyweight champion of the world?
- E. Who is Bob Mathias?
- F. Is Wrigley Field in St. Louis?

There is hardly any doubt as to how many correct answers you would receive to these questions, but see how well the students can do on the following:

- A. Who is Anna Rosenberg? John Sparkman? Pandit Nehru?
  - B. What is NATO? UNESCO? Declaration of Human Rights?
  - C. Where is Lake Success? Who is Bernard Baruch? Who is Ralph Bunche? Who is Mohammed Mossadegh?
6. From a list of controversial topics (United Nations, the war in Korea, race discrimination, civil rights, civil liberties, etc.), have the class select one or two that are prominent in the news in order to see what treatment newspapers give controversial issues. After a period of study (depending upon the circumstances of the class) discuss and organize the findings. This could lay the groundwork for a discussion of almost any important facet of newspaper work.
7. Visual aids afford yet another procedure by which the unit may be introduced. To my knowledge there is as yet no film dealing strictly with the social aspect of the American newspaper. However, the University of Illinois Visual Aids Service has two films available for rental that touch upon the issues studied in a unit of this type. "How to Judge Facts" and "Propaganda Techniques" both deal with the subject of evaluating sources for their worth. (See bibliography)
8. Ask the class to read the international and national news in the paper subscribed to in their home. After a substantial time for reading the news has elapsed, have a committee from the class query the other members of the class regarding the outstanding events and personalities in the news. The questioning could be heightened by dividing the class into two groups and making the event a contest-type of activity. Closely allied with this technique is the re-enacting of a "quiz program" type of interview with the committee serving as the quiz masters.



9. Do not overlook your own community resources. Depending upon the facilities available, have the editor, publisher, a reporter, or some other individual connected with the local press speak to the class on a topic which is designed to stimulate interest in further newspaper study. Such topics as the responsibility of a newspaper to its readers, the reporting of criminal cases in the community, or the influences bearing upon the newspaper's policy of journalism would prove interesting and helpful.
10. List some "slanted" headlines on the blackboard and ask the class what they think the headlines mean. You will find that the students will come forth with a variety of interpretations. After they have given their impressions point out to them that there should be no vagueness or uncertainty if the headline follows the rule of responsible journalism. The following are examples of some headlines that could be used:

University Led by Communists, Senator Claims

Senate Ignores President, Passes Bill

CIO Goons Wreck Plant

Liberal Group Cited by Attorney General

Eyewitness Tells how United Nations Planes Aim at Civilians

### Learning Activities:

(Assumed that the subject of newspapers has been introduced and the students have responded favorably to your suggestion for further work on the unit.)

1. The length of time to be spent on the unit and the mode of treatment would be important in deciding whether or not a single text would be used in the newspaper study. Certainly, whether or not a single text is used, I would strongly recommend the use of Professor Edgar Dale's splendid Book *How to Read a Newspaper*. Assign a chapter from this book and ask the students to prepare questions based on the chapter to ask each other when they return to class.
2. Distribute the newspapers to the class. Rather than have the students examine the papers aimlessly, furnish the class with questions, keyed to particular aspects of the papers, which you want them to grasp. These are some of the questions that could be asked:
  - A. Which of the papers seem to appeal more to the reader's emotions? Which of the papers seem to appeal more to the reader's thinking process?

- B. Which newspapers feature more news of political, social, and economic events? Which feature more news of trivialities or human interest (i.e., dateless)?
- C. Where do you find the news dealing with international and national events? Front page? Page two? Page three?  
(Do not be too worried if the students, at first, read the comics, the sport page, the variety columns, and features more than the actual news content of the paper. It is because this is their usual diet of newspaper reading that you are teaching the unit.)
3. Deliver a short talk on the standards by which a good newspaper is judged. This might include such topics as:
  - A. Trivialities in the news
  - B. Crime news and sensationalism
  - C. Typographical influences
  - D. Location of story in the paper
  - E. Amount and type of advertising
  - F. Amount and handling of international-national-state-local news.
4. There are many ways in which a teacher can introduce the all-important topic of propaganda. The most effective way is to show the class a concrete example of propaganda in action. I found the following technique to be highly convincing:

Our class discussed certain topics, concerning newspapers, that we wanted to study. After discussion and vote we decided on three topics. The agreement was that we would study these that we had chosen. After class I talked with four members of the class and told them that we were going to propagandize the class. We decided upon this plan and rehearsed it a time or two. The next day, when class convened, one member was to bring up the point that he thought the voting yesterday was not representative of what the class really wanted. Another member of our clique was to mention that he thought we should have chosen X topic because we usually come in contact with it more often. At about this time another member was to rise and in order to throw off suspicion say that we should leave the voting as it is. Closely following this the fourth member of our group was to make the statement that if there was dissatisfaction as to the voting there was no reason why we couldn't take another vote. This plan was carried out the next day, and the class did take a new vote. The result of the new vote was an almost complete "about face" from what had previously been decided



upon. We decided to accept the second vote. I then proceeded to tell them step-by-step how they had been propagandized by the old technique of "band wagon" in which the impression was given that everybody was dissatisfied. The class was convinced, but rather perturbed at being fooled so easily.

5. Find material in newspapers which indicates strong influence of the editor's policy (for instance, because the late editor and publisher W. R. Hearst was opposed to the practice of vivisection, his newspapers carried on a vigorous anti-vivisection campaign), influence of advertisers, and influence of certain social pressure groups. Have the class discuss these influences and try to reach some definite conclusions regarding them.
6. The editorial policy of a newspaper is often reflected in the editorial cartoon featured in the paper. Have the class examine the editorial cartoons of Orr in the *Chicago Tribune*, Fitzpatrick in the *St. Louis Post-Dispatch*, Herblock in the *Washington Post*, and Burck in the *Chicago Sun-Times*. From this examination have the students do any or all of the following:
  - A. Discuss or list the outstanding characteristics of the cartoons:
    1. politically
    2. socially
    3. internationally
  - B. Which cartoonists seem to be most rational in the treatment of subject matter? Tell how.
  - C. Do the ideas in the cartoon seem to be consistent? How?
  - D. Are the cartoons negative? Positive?
7. Try clipping news stories out of a paper and distributing them to the class. Have class members decide what standard of journalism the newspaper uses. Do not allow the students to know the name of the paper stories were clipped from until they have determined the standards. Students should give supporting evidence for decisions.
8. Ask the class to find a few examples of crime news in the paper and answer these questions regarding the stories:
  - A. Is the emphasis on the details (weapon used, scene of crime, remarks by witnesses) of the crime, or is the emphasis on means of preventing future crimes and background of the criminal (if known)?
  - B. Is the story written in a clear, factual way, or is it written in a slangy, sensational manner?

- C. Is there any mention of the reason for the crime?
  - D. Is the story given undue emphasis (tabloid pictures, blaring headlines, etc.) in comparison to other news stories in the paper?
9. What is human interest news? Can it be destructive as well as constructive? What is the reason for having human interest news in daily papers? What are the characteristics of human interest news? Ask the class to find the answers to the above questions and hand them in or use the answers as a basis for discussion of the topic. After the class has become acquainted with the subject, ask them to write an example of a constructive and a destructive human interest story.
  10. Hand out mimeographed copies of portions of the article "How to Read the *Chicago Tribune*." (See *Mayer* in the bibliography.) Have the class write a well-developed page or more on the significance of this article to high quality journalism.
  11. Stimulate a discussion as to how a newspaper can be read effectively yet in the length of time one has to spend on a newspaper. Mention to them that an average newspaper in a large city contains 60,000 words. Is it possible to read all the newspaper if one spends only thirty minutes a day on it? Set up concrete situations and see how the class responds to them. What possible solutions do they offer?
  12. What state of mind should the reader of a newspaper be in? Should he be objective, neutral, or subjective? Or does the state of mind depend on the type of paper being read and the situation? What, besides ability to read and desire for knowledge or entertainment, does the reader of a newspaper bring with him? Does the reader know what he will believe before reading the news? These questions and many others could be tossed out to the students in order to fulfill objective number eleven.
  13. To introduce such a controversial subject as "freedom of the press," give the class an agree-disagree test on questions dealing with the subject. Use this as an indication of their views on the topic of "freedom of the press," realizing at the same time that many of them have given it but scarce consideration. The following serve as examples of the type of questions which could be asked:
    - A. Under the rights of a democracy a newspaper is free to print anything that it chooses to print, except that in times of war it must not print information which might aid the enemy.



- B. The right of "freedom of the press" is specifically stated in the Constitution of the United States.
- C. A proposal by the government to restrict certain material in a newspaper should be accepted without question, for the government is the interpreter of our democratic rights.
- D. Tolerating opinions which do not agree with our opinions is a part of "freedom of the press."
- E. Corruption in our government should not be discussed by our newspapers, for any scandal about the United States would tend to discredit our nation.

Another medium of introducing "freedom of the press" to the class is visual aids. The Visual Aids Service of the University of Illinois has available a film entitled "Story That Couldn't Be Told," which presents the trial of John Peter Zenger and the great influence it had on the drafting of the first amendment.

- 14. A good way to impress the students with the need for a more intelligent consideration of crime news is to select half a dozen or more headlines from crime stories. Read these to the class; then ask them questions about what problems such headlines present. The *Chicago Herald-American*, the *Daily News* (New York), or almost any tabloid will usually feature such headlines daily.
- 15. It is assumed and hoped that students will retain what knowledge they have obtained in this unit, and that in later life if they should desire to find information on a particular aspect of the newspaper they will be able to do so. In a short talk explain how it is possible to keep in touch with developments in the newspaper field. Include the government agencies (both federal and state), welfare agencies, newspaper companies, public library files, and any other means which furnish to the public information on the newspaper.

### Concluding Activities (Evaluation):

- 1. Have students individually or in groups select a topic which appeals to them and report on it to the class. Stress the importance of including new and unique information regarding the topic. The execution of the report is to be left to the students, but the teacher may suggest using the newspapers, visual aids, poster displays, or real-life situations, to illustrate their points.

2. Closely connected with the above activity is that of having panel discussions on certain issues involved in this unit. The following is a list of possible issues:
  - A. The suppression of crime news often enables the criminal to escape.
  - B. Editors of a newspaper should consider the interests of the public above the interests of the advertiser.
  - C. Newspapers should be able to print anything they want — for doesn't our democracy provide for "freedom of the press"?
  - D. Newspapers that are biased and print propaganda are neglecting their responsibilities to the public.
3. Hand out mimeographed copies of paragraphs containing propaganda. Hitler's speeches, addresses by Father Coughlin, news from the Communist *Daily Worker*, keynote speeches at political conventions, material distributed by labor unions, material distributed by the NAM (National Association of Manufacturers), pamphlets distributed by the American Medical Association in regard to socialized medicine — all would serve the purpose for this activity. (See bibliography for sources of some of these.) On the basis of the devices of propaganda studied, have each student analyze the selections and list the instances of propaganda contained.
4. On the strength of what they have learned in their study, students could plan what they would consider the "ideal" newspaper for the American public to read.
5. Conduct a survey in the community to find out newspaper information. Such questions as the following might be asked of the interviewees:
  - A. What newspapers do you take?
  - B. Which one do you prefer? Why?
  - C. To what extent does the newspaper influence you in forming political and international views? A great deal? Somewhat? Very little?
  - D. Do you read just the headlines in the paper, or do you also read the stories accompanying them?
  - E. What kind of news do you prefer to read in your paper? What kind do you like least?



6. Write a news story complete with headline on one of the following. Your story should adhere to the qualifications of journalism in the public interest:
  - A. While driving his car, a man accidentally crashes into the back of the local police car.
  - B. A young girl is violently murdered by an unidentified person.
  - C. One of the local business firms that consistently advertises in your paper is given a "cease and desist" order by the Federal Trade Commission.
  - D. The employees of the local light and power company sue their employer for an increase in insurance plan benefits.
  - E. Two cars containing high school students collide and three of the students are killed.
7. You are a newspaper editor. An important issue has arisen. The opponents of this issue number as many as the proponents. Keeping in mind that you have a definite opinion about what you think should be done, write an editorial that is fair and just.
8. Re-write these headlines so that they conform to more acceptable journalistic taste:

U OF IOWA COED STRANGLED  
CHILDREN SEE MOTHER DIE IN JAWS OF LION  
"DATE" ADMITS KILLING GIRL  
BOY SEES WEALTHY DAD SLAIN BY MOTHER  
THOUGHT CONTROL BILL PASSED BY  
GOVERNOR  
MANY URGE PRESIDENT TO WITHDRAW  
TROOPS IN KOREA

9. Draw an editorial cartoon which will appeal to the reader's emotions, and one which will appeal to his thinking process.
10. Clip ten newspaper pictures which you consider to be in bad taste, and ten which you consider to be worthy of printing. Give reasons for choices.
11. You are the feature reporter for your school newspaper. The editor has asked you to explain the significance of teaching newspaper reading in the high school. Write the story just as you would submit it to the paper.

12. If you were the parent of teen-age children would you permit them to read a tabloid newspaper? Can tabloids be helpful in furnishing quality news? Write a paper or give an oral report presenting the case for and the case against the tabloids.
13. Compare the handling of political-labor-military news in two newspapers of varying editorial backgrounds. Notice the terminology used in these papers. (*cf.* S. S. Sargent in the bibliography.)
14. Give the class an essay test or an objective test or both, covering the topics studied. (*cf.* bibliography, *Teaching Secondary English*, pp. 287-292, for a list of possible questions.)

Now that the unit has been studied it might be well to draw up a summary of the most important points of the unit as discussed and agreed upon by the class members. Ask for suggestions on possible means of improving the unit. Welcome any comments which the students may make. It is easily possible that the class may possess a particularly novel idea that will enrich the further study of newspaper reading.

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"Propaganda Techniques," one reel, 11 minutes, rental \$1. 16mm. Visual Aids Service, University of Illinois, Champaign, Illinois.

"Story That Couldn't Be Told," one reel, 11 minutes, rental \$1. 16mm. Visual Aids Service, University of Illinois, Champaign, Illinois.

# The John Hay Fellows

## A PROGRAM OF FELLOWSHIPS IN THE HUMANITIES FOR TEACHERS IN PUBLIC HIGH SCHOOLS

Conducted by the John Hay Whitney Foundation  
1953-54

### Purpose and Program

In all times, and especially in ours, men need an inner spiritual strength based on an understanding of human life and dedicated to goals which give dignity to man's existence. Though every man has to find this strength in his own way, he can be aided by a knowledge of what others have felt, thought, and done when confronted with fundamental questions concerning human life and purpose, knowledge recorded in the great tradition of human experience known as the "humanities."

Both in family life and in religious experience the continuity of humanistic tradition is assured, but formally organized programs in schools and colleges provide further means for stimulating minds and hearts to a realization of the humanistic resources vital to the development of courageous and good lives. To be fully effective, education in the humanities should begin in the schools, continue in college and university, and accompany men throughout their adult lives.

Whatever improvements may eventually prove useful in the high school or college curriculum, it seems eminently desirable now to promote direct communication between teachers in high school and teachers of the humanities in college in order to increase their understanding of mutual objectives and to enrich teaching at their respective levels.

To this end, twenty John Hay Fellowships have been awarded for the current academic year, 1952-53, to public high school teachers from "pilot" states representing four regions of the country. The Fellows so selected are spending this year in a university community, ten at Columbia and ten at Yale, where each will have opportunity for study and an exchange of experience. A faculty member has been designated in each institution to advise the John Hay Fellows in planning their individual programs and to conduct a group seminar. While the Fellows have at their disposal and will make use of the facilities of the University for their own continuing intellectual growth, they are not candidates for any degree.

During the course of the year, the two groups will be brought together from time to time that they may become better acquainted and interchange ideas. The superintendent or other administrative officer of each Fellow's school system will be invited to a general meeting to be held during the course of the year at which all the John Hay Fellows will be present.

This program will be continued for 1953-54. For study during that academic year nominations will be welcomed from four regions of the United States consisting of the following states:

Maine, New Hampshire, Vermont

Alabama, Arkansas, Florida, Louisiana, Mississippi

Illinois, Indiana, Iowa, Missouri

Idaho, Montana, Utah, Wyoming

### Qualifications of Candidate

To be eligible for 1953-54, a man or woman must be teaching presently in one of the designated states and meet the following requirements:

1. Be at least 30 years old, but not over 45 at the time application is made.
2. Hold a minimum of a bachelor's degree from a recognized college or university.
3. Have at least five years of experience teaching at the high school level, the most recent two of which shall have been in the present employing school system.
4. Be a permanent instructor whose major responsibility is classroom teaching at the high school level, preferably in one of the following fields:
  - a. languages or literature (including English)
  - b. social studies
  - c. the fine arts (including music)
5. Have demonstrated the personal and professional qualifications which will enable him to profit by the year of study, and to stimulate his colleagues and students upon return to teaching.
6. Be nominated to the Foundation by the employing superintendent of schools or other authorized nominating official who has had considerable opportunity to become acquainted with the applicant's ability as a teacher of broad humanistic interests, whatever his field. (If the teacher receives a Fellowship, the school system



should grant a year's leave. Following the university study, the teacher will be expected to return to the employing system.)

*Definition:* For purposes of these awards, teachers deemed eligible are those teaching 10th, 11th, and 12th grades. In a four-year high school, teachers will be considered who spend part but not all of their time in 9th grade instruction. Teachers in junior high schools and junior colleges are not considered eligible.

### Nature of the Awards

Awards will involve attendance at Columbia or Yale Universities for participation in specially arranged programs for one academic year and will not be renewable. Each Fellow is expected to enlarge the range of his knowledge in the humanities by study in fields broadly related to his teaching subject, as well as to a more limited extent in that subject field itself. The final plan of study for each Fellow will be individually arranged with the University Adviser to provide for the fullest possible development of the Fellow's humanistic interests. The Fellow will also participate with his colleagues in a special seminar under the guidance of the Adviser.

During the academic year of study the Foundation will make payments as follows:

1. To the Fellow a stipend which will make his income equal to the salary expected from the employing school system during the year of Fellowship, and in no case less than \$3000.
2. To the Fellow first-class rail transportation for himself and his primary dependents.
3. To the University, tuition fees to cover the Fellow's study.

Selection of Fellows will be made by the Administrative Committee for the Division of the Humanities, under whose general supervision the program operates.

Teachers who feel that they meet the qualifications of the program are invited to discuss application with their administrative officers and write for application blanks. Correspondence should be directed to the Secretary for the John Hay Fellow Program, ELBERT K. FRETWELL JR.

THE JOHN HAY WHITNEY FOUNDATION

30 Rockefeller Plaza, New York 20, N. Y.

*Completed applications for 1953-54 must be received by*  
DECEMBER 15, 1952

## THE MINUTES OF THE ANNUAL FALL MEETING OF THE ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH

The Illinois Association of Teachers of English executive board met Friday, October 3, 1952, at ten o'clock in the morning in the Faculty Lounge of the Illini Union Building.

The president, Miss Hila Stone, called the meeting to order. The secretary's report was read and approved. The treasurer, Dr. Charles Roberts, made the following report:

Balance on hand, Oct. 26, 1951	\$1457.17
Total income 1951-52	2953.90
Assets	\$4411.07
Expenses	\$2764.68
	\$1646.39
In editor's account	163.19
Balance on hand, October 3, 1952	<u>\$1809.58</u>

### Detailed expenses

Printing Bulletins	\$1073.36
Stationery, etc.	70.05
Map Project	1058.97
Mailing	408.74
NCTE membership and booth	85.45
Travel and postage expenses of officers	68.11
	<u>\$2764.68</u>

Miss Hazel Anderson reported for Miss Liesette McHarry that the library project had not yet been started but that plans were to be organized soon.

Dr. J. N. Hook reported that the theme grading project, approved by the Association in the spring, had been met with an enthusiastic response: twenty-one ninth grade teachers, nineteen twelfth grade teachers, and eighteen college representatives had agreed to work on the project.

Mr. Wilmer Lamar reported the plan of the fall program. There was a discussion concerning the earlier date of the meeting and the question of placing the date of the conference on a school day.

Miss Alice Grant, vice-president, called the roll of the district leaders who made reports of activities conducted in their areas throughout the year.

The annual dues of ten dollars (\$10.00) for membership in the National Council of Teachers of English were allowed and referred to the treasurer.

Miss Alice Grant, Miss Ellen Burkhart, and Dr. Charles Roberts were appointed delegates and affiliate directors to the NCTE conference.

An announcement was made concerning the NCTE convention which will be in Boston during the Thanksgiving vacation.

Mr. Wilmer Lamar, seconded by Miss Hoover, made the motion that Dr. Lloyd Trump and Mr. Robert Lauchner be sent a note of appreciation for their efforts made for the fall meeting. Motion carried.

The president announced that the English Club of Greater Chicago had invited the executive board to attend its meeting on March 21, 1953, at the Georgian Room at the Carson Pirie Scott Co. Miss Gunther, seconded by Miss Adams, made the motion that the invitation be accepted. Motion carried. This invitation coincides with the spring executive board meeting of the Association.

The nominating committee, composed of Miss Laura Springer, Miss Hazel Anderson, and Mr. Wilmer Lamar, presented the following slate of officers:

President.....	Miss Alice Grant, West Frankfort
Vice-President.....	Wilmer Lamar, Decatur
Secretary.....	Miss Maude E. Dorsett, Paris
Treasurer.....	Dr. Charles Roberts, U. of Illinois
Program Committee.....	Dr. Charles Willard, S. I. U.
	Miss Helen Stapp, Decatur
	Miss Margaret Adams, Sycamore
	Miss Barbara Garst, Moline
English Library Committee.....	Miss Hila Stone, Robinson
Editor of <i>Bulletin</i> .....	Dr. J. N. Hook, U. of Illinois
Assistant Editor.....	Miss Margaret Newman, Elgin
Public Relations.....	Miss Mary Miller, Danville
Curriculum.....	Miss Liesette McHarry, U. of Ill.
Chairman of Committee on Committees.....	Miss Hazel Anderson, Galesburg

Miss Ellen Burkhart made the motion, which was properly seconded, that the report of the nominating committee be accepted. Motion carried.

Mr. Wilmer Lamar, seconded by Miss Alice Grant, made the motion that the expenses for the speakers for the conference be allowed. Motion carried.

The meeting adjourned.

Respectfully submitted,

MAUDE E. DORSETT, *Secretary*



The annual business meeting of the Illinois Association of the Teachers of English was held Saturday, October 4, 1952, at nine o'clock in the University of Illinois theater. The president called the meeting to order. The secretary's reports were read and approved. The treasurer reported a balance of \$1809.58. (See executive board minutes for the detailed report.)

An announcement was made concerning the invitation of the English Club of Greater Chicago to attend its meetings, particularly on March 21. The NCTE November convention was also announced.

The president asked the district leaders to search for English teachers interested in promoting the activities for their areas and for the Association.

Dr. Roberts made a financial explanation of the map project. The map had paid for itself; 5000 copies had been printed; if any maps were damaged in transit, the office of the *English Bulletin* should be notified for replacement; members not receiving a copy of the map should also notify the *Bulletin* office.

Mr. Lamar reported the conference's program, based on results of a questionnaire sent to members, had met with a large attendance at the group discussions. The minutes of the sessions were to be compiled by Mr. Lamar.

The president introduced the new officers.

The meeting adjourned.

Respectfully submitted,

MAUDE E. DORSETT, *Secretary*

FEB 24 1953